

Session S204 — Read/Write Web and Research Pathfinders

1:15 PM – 2:00 PM

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The Read/Write Web & Research Pathfinders **ithsnyclibrary.wikispaces.com**

Curriculum Projects:

Wiki-nomics! Economics Pathfinder project: Spring 2007 Information Technology High School, Senior Economics class, Long Island City, Queens, NY.

Critical Thinking for Bioethics Research: Spring 2008 Frank Sinatra Performing Arts High School, Senior Bioethics class, Long Island City, Queens, NY.

Collaborative Subject Areas: Information fluency, Computer Literacy, Economics & Bioethics.

About: Students use wiki and remote-server word processing software (Wikispaces and Google.docs) to create research pathfinders for special topics in Economics, and to record research methods for special topics in Bioethics. Component activities include: work plans of search logs and research strategies, rubrics and checklists for project management, annotated bibliographies, and peer review protocols for sharing work. Students learn content area concepts and principles, basic computer literacy, information retrieval strategies, evaluation criteria for information assessment, project management skills, research question development, and the use of remote server software in collaboration with peers.

Wiki-nomics! Economics Pathfinder project: Students record their information-gathering processes and use project management skills to produce a successful pathfinder for a self-selected topic in economics with read/write web wiki and remote-server word-processing software. Completed pathfinders are available for school-wide use to guide the information-gathering process. The pathfinders include subject-heading and key-word search guides, featured articles from successful database searching, and annotated bibliographies of relevant media available in the library's collection.

Critical Thinking for Bioethics Research: Students record their information-gathering processes and use project management skills to produce a successful persuasive debate for a self-selected topic on biotechnology bioethics. Guiding Question: *Given that biotechnology happens much faster than our ethical decisions regarding its use, and that it is only when a biotechnology develops that we even know what the ethical issues are, how do we decide the ethical uses for a biotechnology?*

Read/Write Web Project Component Activities:

- work plans of search logs and research strategies.
- rubrics and checklists for project management.
- annotated bibliography.

- participation in on-going discussions of the research process.
In completing these tasks, you will learn scientific concepts and principals, how to formulate successful search strategies and compare results with peers, how to analyze and evaluate your findings, how to manage and monitor individual and group progress with assessment tools, and use remote-server software in collaboration with your peers to complete the above.

Participating students' performance levels determining design and pace of learning activities.

	Emerging Skill Level	Basic Skill Level	Proficient Skill Level	Mastery Skill Level
Reading	3%	45%	47%	5%
Information Fluency	90%	10%		
Computer Literacy	10%	80%	5%	5%

Curriculum design & learning objectives

What students will know:

Students will know the basic criteria for developing an effective search strategy.
Students will know the basic criteria for evaluating sources.
Students will know the basic criteria for developing a research-able question.
Students will know of a variety of search tools and sources for gathering information.
Students will know basic functions of remote-server software.

What students will be able to do:

Information Literacy Standard 1: Accesses information efficiently and effectively.
Students will be able to create an effective search strategy using multiple search tools and interfaces (for ex. controlled vocabulary, search log, descriptors/subject headings, databases & editorially selected web collections).

Standard 2: Evaluates information critically and competently.

Students will be able to evaluate sources against established criteria (accuracy, authority, coverage, currency, comprehension).
Students will be able to create a research-able question on the topic of Bioethics.

Standard 3: Uses information accurately and creatively.

Students will be able to make connections between various sources of information that relate to their research question.
Students will be able to use evidence to support a personal viewpoint related to topics in bioethics.

Standard 6: Strives for excellence in information seeking and knowledge generation.

Students will be able to continually assess their own progress through writing prompts, discussions with peers and instructors.

Standard 8: Practices ethical behavior in regard to information and information technology.
Students will be able to take notes effectively and cite all sources according to an established style sheet.

What students will understand:

Students will understand the value and importance of strategic search methods for gathering information.

Students will understand the need for accuracy in selecting and using information culled from a variety of sources.

Students will understand the value in using multiple sources to conduct effective research.

Students will understand the importance of ethical methods when conducting research.

Common student misconceptions:

Adapted from student comments: "Research is looking for the one source that will give me all the information I need."

"A good source is one that gives me the most information that I need."

Student engagement & differentiated instruction:

Students develop personal interests related to a given area of study.

Students select sources at their reading level.

Students create knowledge from disparate information sources.

Concept-based curriculum layers student learning into three objectives: Knowing (acquisition of subject's factual information), Doing (ability to do the processes necessary to engage the subject material), and Understanding (synthesis of subject area knowledge with processes).

"Hands-on" daily activities require students' use of prior knowledge, active questioning, contextualizing and connecting information, and analyzing and interpreting their original discoveries.

Lessons engage students with a variety of instructional techniques: direct instruction, guided practice, independent practice, peer editing protocols, process writing, and self-assessment with rubrics and checklists.